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ABSTRACT

The emergence of the human service profession as a field of endeavor responding to the changing needs and values of society is discussed. The purpose of the service professional will be to provide a range of human services to the individual, thereby eliminating indifferent and fragmented service; to help the individual seeking service to reach a stage where he or she no longer needs that service, or to help the individual become sophisticated and knowledgeable enough to negotiate the system and provide his or her own future service. The goal of the human service profession is to encourage the establishment of a service-oriented society in which caring for people is rewarding both to the giver and receiver of service in terms of the quality of life and the meaningfulness of work. Education for this kind of profession is discussed in this document, and a graduate-level program of preparation is described. (JD)

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THE SERVICE SOCIETY AND A THEORY OF LEARNING THAT RELATES EDUCATION, WORK, AND LIFE

by

Audrey C. Cohen

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A growing portion of the work force is finding employment not in industry, but in service fields and, increasingly in human services occupations. Proportionately, making a product is on the decrease as a job.[1]

This shift in the job market has been one of the best kept secrets of our capitalist society. Our leaders still emphasize industrial capacity and accceleration of the Gross National Product. Continued refusal to recognize and deal with this major shift in the job market, however is hiding from facts. It is assuming that things will continue as they were. This is not true.

We are becoming a service society and we are not prepared for this change. Neither education nor work as presently structured are easing this transition for us.

Today's education reflects past priorities. What we need now—and what we do not have—is a reorganization of learning which will support a move towards service and service employment; a new paradigm for blending theory and practice; a new way to develop skills in working with people; to train for problem solving. In other words we need an education that continues to be relevant in a rapidly changing world, an education that prepares people to provide more and better services to each other.

These are not new needs. They have been raised in the past and have often polarized education. They are part of the continuing debate over the need, or non-need for vocational education. . . the need, or non-need for work study programs. . . the validity or non-validity of the liberal arts approach, etc. But the time for argument is past. Education for the service society must take what is useful from the liberal arts, from vocational education, from work-study and build an entirely new model that is oriented towards service, that will help each individual to work constructively, whether in the service or the production sector, to improve the quality of life in our changing society.

In work, service may mean customer service in retailing fields or it may mean human service, such as health care, care for the young and the aged. These differences in kinds of service are less important than the awareness that there are themes, or dimensions, that cut across all effective work with people—all service areas. It is essential to establish the relationships between these themes and education. Once these themes are defined, we need to see that they permeate education so that theoretical material, the liberal arts, field experience, and skill building, all relate to them and they are reflected in an entire education system supportive of the service ethos. Surprisingly, the dimensions that are common to effective service are constant. They can be categorized in five, broad, interrelated areas. The move towards service has created fundamental shifts in all five: in our goals, our values, our understanding of ourselves and others, our understanding of the systems that affect our lives, and the skills we need to be useful and productive. These dimensions or themes provide a natural conceptual framework for a revitalized educational system that has a direct relationship to effective, satisfying labor in the service society.

They also provide the context for the following analysis of why and how we are moving to become a service society.

THE FIVE DIMENSIONS OF CHANGE

1. The Shift in Purpose

The move to service and service related jobs represents a direct response to new national goals. Better health care for all citizens, more effective schooling, wiser counseling, a decent standard of living—these are some of the national priorities reflected in legislative support of women's rights, legislative demands on business for social repsonsibility, the recent exposé of horrendous conditions in many nursing homes and legislative attempts to set standards for their operation, and the vast changes contemplated in our national health care system. Title XX of the Social Security Act, for example, now provides that a certain segment of social security funds be set aside and allocated on a per capita basis to states to provide needed services to people, from children to the elderly. These new priorities are and will increasingly be translated into employment opportunities within the service sector and thus will contribute to changing work patterns and ethics. They will also support the growing concept of accountability from workers. The goal of better service for all has been furthered by:

2. The Shift in Values

One of the ideals, or values, underlying our American culture has been at least an intellectual belief in egalitarianism and movement towards building increasingly just and humane societies. The ability for example of this country's vast, poor immigrant population—many of them non-English speaking and some of them illiterate—to achieve education and economic security themselves, or at least to help their children secure this is a case in point. Another is the effort to make life possible for the disabled. In many ways, America has been an open society in spite of retrogressive periods and incidents of significant proportions. Now we are making another giant move. The industrial era which is now slipping behind us focused on goods. The service era we have recently entered focuses on the idealization and value of human beings.[2] This could provide us with perhaps the greatest impetus towards actual realization of our egalitarian ideal. If work and rewards were restructured around this new respect for people, it might truly offer the possibility of a more equal society.[3]

New values are also apparent in recent population shifts. There was a time not long ago when every person's dream seemed to focus on life in the city. Now we are seeing rebellion against the impersonality of that life and a move towards slower paced, less populated areas and life styles where individual qualities can flourish and be appreciated.

3. The Shift in Our Understanding of Self and Others

We are seeing vast changes in the roles men and women are expected to play. The old, stereotyped roles—the domineering male, the submissive female—are being challenged and these challenges are being supported in new legislation and in court cases. New understandings of ourselves and our needs point to the expectation of playing many different roles

within a lifetime and often sharing these roles with others. People are no longer acquiescing in stereotypes of the past. They are beginning to develop new confidence in their own ability to manage their lives and, if necessary, to break new ground. People want to know more about how they function, or what makes them function in certain ways, so that they can direct their own lives. The interest in yoga, meditation, bio-feedback, the complexity of the brain and the disparate functions of each hemisphere[4]. . . these are all part of a new sense of power and self-awareness.

4. The Shift in Systems and How we Look at Them

These changes in goals, in values, and in how we perceive ourselves have affected the way we view the institutions of society.

Only recently we were a nation of limitless resources, unbounded riches. Today, however, faced with ecological choices, the dependence on foreign countries for such essential commodities as oil, and the escalating costs of utilities, for example, we have become aware that our resources are limited. . . that we must be prudent in their use and seek to conserve them. We now look to government systems and business systems to protect and preserve resources rather than to exploit and expand their use. Awareness of this need to conserve is new to us, but it is already having an impact on the kind of life we want to lead and the kind of society which is supportable.

We are faced with significant demographic changes. Our birthrate is shrinking. Elementary school enrollments are down. Our population is becoming increasingly older. To adjust to these developments, systems must be changed and directed towards meeting the needs of a substantially older population, needs which often fall into the area of service.

Consumerism is part of the new awareness that present systems are autocratic and arbitrary and support a de-personalization of work. Focused until now almost totally on the industrial sector, consumerism has exposed incident after incident of dangerous corporate and/or personal incompetence and workmanship, leading to a movement for higher standards in goods and for corporate accountability. It has also begun to result in more autonomy for workers, in increased upgrading through industry-sponsored courses aimed at heightening job satisfaction through perfecting certain skills or acquiring new ones and, in rare instances, in the actual redesigning of jobs to ease worker dissatisfaction.[5] Consumerism is beginning to include services. Witness the recent series on the inadequacies of American medical practices, as detailed in the front page of a major newspaper.[6] We are now often consciously questioning the high costs of our health care and confronting physicians, dentists and health specialists with our doubts. Even a movie like "Hospital" is contributing to the consumer movement and the impetus for changes to make our systems more responsible to our needs and more responsible to our citizens. These concerns blend themselves quite naturally with the growing service sector. They help underscore the mediocrity that so-called "meritocratic" systems such as civil service and teacher tenure can perpetuate. Performance is the real indicator of competence. In the face of powerful union opposition, new assessment and credentialling instruments which reflect and reward competence must be developed to support the new service ethos.

Even technology has influenced our move to service. As technology begins to eliminate the drudgery of most of our work, there is the expectation of more satisfying labor. Helping others, or ourselves, learning to cope with inter-personal problems—these have always been sources of satisfaction. Technology has given many the hope of engaging in the kinds of

activities that translate themselves into service oriented jobs.

This move towards service and the emerging themes which characterize the new approach to service have changed our perception of business. Those captains of industry who used to be respected and admired are increasingly being criticized for their unethical behavior in the pursuit of profits. Closer government scrutiny and enforcement of ethical standards are demanded. What the business sector does—and perhaps has done for many years—is in diametric opposition to our new values. The admission that major corporations have delivered millions to politicians and bureaucrats in Italy and Japan in return for favorable business treatment, the revulsion around the antics of Lockheed, exemplify the paucity of business ethics and the growing inclination of citizens to challenge them. It is the dozens of incidents like these that will encourage employees to recast working situations and bring the values of industries into closer harmony with the values of a service society.

Business and service systems already are competing for government dollars. Within the industrial sector, there will be an infusion of the service ethos, for service will be increasingly a part of even that sector concerned with production. The wave of the future will see business responding to the new emphasis on the quality of life and organizing to deliver services to their workers as well as to the nation and in ways that are more in harmony with our new values.

To move from a society that has focused on industrial production to one that supports the delivery of outstanding service is a giant step. Since, ideally, service to other human beings allows citizens to make significant contributions in terms of other peoples' well being and their personal satisfaction, the self-interest and personal economic gain which are among the hallmarks of our capitalistic society are becoming inappropriate as motivating factors for work in the service society.

A changing population, an interest in conservation, consumerism—these among other factors require a change in existing systems which are not responsive to contemporary needs. Paradoxically, even if we want to apply our new values, there is little or no opportunity because of the way the major systems for education, government, and employment are presently structured.

5. The Shift in the Skills We Need

Since a service society reflects a new value for life, new skills will be needed to help enhance the quality of that life. In the industrial age, needed skills were leadership ability, negotiating techniques, aggressiveness, decisiveness, ruthlessness—qualities stereotypically identified with men. In the service society, however, we are going to be playing different roles, and, as already indicated, sharing roles. We cannot, then, think of leadership, for example, as a male perogative. Many of this new society's important values—sharing, compassion, tenderness—have been transmitted culturally as "female" values. Where effective service to co-citizens has become the ideal, competent workers will have to learn and use a broad variety of skillful behaviors—those characterized as male, and those as female—all of which are learnable by all workers. The service society is pressing us towards broader, more androgynous behaviors that will enable a person to perform effectively in many areas. . . to be forceful in one situation or tender and caring in another, depending on what is called for. Choices such as these have rarely been recognized as important either as values for work or as major topics within the context of an educational model for the service society.

WORK IN THE SERVICE SOCIETY

The work most p
ople do has little relationship to the new values we see emerging—and
little relationship to o
r old values. We now know that we must cooperate and share in order
to survive. But how c
n we do this unless our lives are imbued with the values of cooperating
and sharing? Schools
upport competition and aggression. They rarely encourage study that
is cooperative or com
ern themselves with other peoples' growth or well-being. Ironically,
even the competition
e do foster in schools has no outlet in either work within the service
sector or work withi
the production sector. The assembly line, for example, so crucial to
production, demands
robot-like behavior. This supports neither competition nor the new
value of cooperation.

It is this robot-li
e labor that people want to get away from. They want to engage in
meaningful work. Au
hor Barbara Carson spent three years traveling around the country to
gain people's perspe
tives on their work. In her extensive interviews with assembly line
workers, two highlig
ts emerge again and again: 1) the assembly line crushes any sense of
individuality, person
l satisfaction or purpose, and 2) people will invent ways, often
negative ways, to do
ork so that they make an impact as individuals. These were reflected
in the automobile as
mbly line workers who scratched shiny new doors or threw ignition
keys into gas tanks—
estructive actions, but actions alleviating the impersonality of work.[7]

To work because
work is purposeful, needed, satisfying is almost impossible because few
jobs are so structure
. To work because work in itself is good—the old work ethic—is no
longer appropriate.
here is nothing in the present environment and structure of work to
support the previous
ethic, and little, as yet, to support a new one. If, however, work
systems were structu
ed to foster collaboration, sharing, working together to produce or
design something of
alue, this would encourage a new ethic based on the emerging values in
our society. It is the c
ash of old values and outmoded systems of work with new values, and
new systems of work
which reflect these desirable values, that causes much of the dissonance
and dissatisfaction a
long people. A rational work ethic cannot be taught when the values
which permeate teach
ng are in disharmony with reality.

In *Work in Am
rica*, the report of a special federal task force, the problem is stated
clearly: "When it is
aid that work should be 'meaningful' what is meant is that it should
contribute to self es
eem, to the sense of fulfillment through the mastering of one's self
and one's environme
nt and to the sense that one is valued by society. The fundamental
question is: What an
I doing that really matters?"[8] According to a study cited in the same
report, "The potent
factors that impinge on the worker's values. . . are those that concern
his or her self resp
ct, a chance to perform well in his work, a chance for personal
achievement in comp
etence, and a chance to contribute something personal and unique to
his work."[9]

Service certainly
is work. It should be rewarding, and it should express the values
emerging in our cha
nging society. What we have now is vastly different from what we
want—humane, com
petent service. Perhaps nothing argues more persuasively for the
importance of develo
ping a new kind of education than the present state of human service.

On one side w
have a civil service system which rewards endurance rather than
excellence. Its prom
tion method, based on mass testing, relates neither to actual human
needs nor to effecti
service delivery. Overall, the system has become a sustainer of the
giver of service rathe
than the receiver of service.

Alongside the system are the traditional professions, each self-defined to set it apart from the other, most designed as if individuals were glued together sections rather than synergistic wholes. Those in the professions who make serious efforts to change rigid practices and patterns within their profession must expend considerable energy just fighting for needed changes, since what is past is most definitely prologue.

But outside of these existing systems whole service areas have emerged and in the last twenty years increased greatly in size and importance. These areas include services in geriatrics, drug rehabilitation, mental health, early childhood, and legal aid for the poor, to name just a few.

These are service areas which have not yet metamorphosed into rigid structural systems. They are still flexible and open to new ideas, including new methods of organization and new educational designs for training those who deliver services. These service areas are what I and many others have come to call the human services.

And if we are serious about effecting change in our service system and organizing our service society, then we are going to have to bring together these services and develop them into a new and consumer oriented profession before they are captured and rendered rigid and immobile by traditional professions.

We have the opportunity to create this new profession, the Human Service profession, without being restricted to existing molds. In building a new profession, we need not be bound by traditional constraints.

We can and must build the new Human Service profession on an operating value base against which practitioners will continually judge their work and against which they will in turn be judged. As now envisioned, the Human Service profession is one in which the professional is not chief but cooperator with the client and all other directly involved parties. Human Service professionals will be judged not just by other practitioners but by the clients or consumers whom they serve. Consumers of service will have status in the new profession. Everyone and not just professionals will know the ground rules, so we are not dependents but equal participants. Because the professional and the client will work together to decide on the goals to be reached, and because the client will judge as well as be judged, the Human Service profession should by its very nature be restrained from steady fossilization.

It must be a profession which is not divorced from the educational system that prepares its practitioners. Education and the profession must continuously relate to each other rather than represent rungs on a ladder.[10]

How will the new Human Service profession come into being? What is its purpose? What are its goals and methods? What will its practitioners do and how will they do it? In short, what does the Human Service model look like?

EMERGENCE OF THE HUMAN SERVICE PROFESSION

A number of practitioners, educators, and theorists are now working to bring the new profession into being. These individuals come from the institutions of higher education, service agencies, and future-oriented associations. Institutions run the gamut from the small experimental college to the large, traditional institution, both young and old, both undergraduate and graduate. These individuals have joined together to form the nucleus of an organizing group that will give the new profession form, content, and clout.

The **purpose** of the new profession is to provide a range of human services to the individual, thereby eliminating indifferent and fragmented service; to help the individual seeking service to reach a stage where he or she no longer needs that service or, better still, to help the individual become sophisticated and knowledgeable enough to negotiate the system and thus able to provide his or her own future service. The goal of the Human Service profession is to encourage the establishment of a service-oriented society in which caring for people is rewarding both to the giver and receiver of service, both in terms of the quality of life and the meaningfulness of work.

THE NEW HUMAN SERVICE PROFESSIONALS

What will the Human Service professionals look like? What will they do that is different? Will their skills be different? Their objectives? Their methods? Their goals? Can this new professional really avoid fragmenting service and frustrating the client? Will this individual really be any more caring than the traditional giver of service?

The answer is yes. We are going to prepare a professional who is capable of serving, advocating for, and helping the whole person. We are going to prepare such an individual through methods involving specific intellectual and operating practices that will pattern future professional behavior. Moreover, professional preparation will take place in a setting where accountability is both an objective and a process.

The new Human Service professional will acquire the important generic skills which must be practiced in any and all areas where service is the goal. These skills will allow the new professional to cross agency lines, fields of interest, and various disciplines. These generic skills or what I call "crystals" of ability are essential if we want to provide service to the whole person and not just a piece of a person.

What are these generic crystals that will identify the Human Service professional? They are, in brief, the ability to establish fruitful professional relationships with co-workers and clients in any setting; the ability to work with people in groups, helping the group to define its purpose and a method of achieving that purpose; the ability to teach in the sense of helping individuals define individual goals and the means of attaining them; the ability to counsel in a way that promotes the individual's growth rather than paternalistically foisting actions on the client; the ability to reach out and work with the community; the ability to supervise when essential; and the ability to work for change where it is recognized that significant institutional change is part of the solution.

These generic abilities will, themselves, be shaped by the same dimensions which are shaping our society. The interaction of these dimensions and crystals will provide the framework for applicable theory.*

As we noted earlier, our society is experiencing a shift in purpose, from production to service; a shift in values, from esteeming quantities of goods to esteeming the quality of life; a shift in our understanding of ourselves and others, from a sharp division in our concepts of male and female roles to a blending of these roles, from believing in the absolute autonomy of biological systems to an acknowledgement of the control which bio-feedback holds out

*A visual presentation (PRISMS) of how dimensions and crystals interact is attached as Appendix C.

for us; a shift in our systems and how we see them, from acceptance of the autocratic depersonalization of work to a strong concern that work provide us with a sense of self-satisfaction, and from the rigidity of the civil service system to a system that respects and values our capabilities; and lastly to a shift in our skills, from the skills required of the industrial age to those needed in a service age.

The dimensions will serve as guidelines for working with people. They will require one, as a Human Service professional, to question one's purposes in work; one's understanding of the values at work in any situation, i.e., one's own values, the citizen's and the society's (all three may be at variance); one's understanding of the various systems working for and against the client and oneself; and one's knowledge and use of the skills that will be effective in particular situations. These "dimensions" are like filters through which one can measure and view any and all of life's activities. They are like yardsticks against which professional activity can and should be examined and evaluated. They are also yardsticks or tools which the Human Service professional must try to transmit to the client so that the latter can be empowered toward self-help.

How will the new Human Service professional acquire these essential generic crystals of ability and the skill to use these important and special dimensions that help shape and analyze professional behavior? How will the new Human Service professional come to behave in a fashion that not only accommodates but welcomes the client in a role as partner, as evaluator of the service he or she receives, as pursuer of self-empowerment?

The achievement of the crystals and dimensions of effective performance will, I believe, come about through a new learning paradigm and a new assessment tool.

THE NEW LEARNING PARADIGM

Until now, knowledge has not been organized to encourage its practical application in human service practice and performance. We study literature, psychology, sociology, economics, anthropology. . .all as separate entities, rarely, if ever, considering that elements from each might come together at one time to influence practice in a particular human service situation.

The new professional, in contrast, will be prepared through an overarching design of education which pulls from disciplines and bodies of knowledge, as presently constituted, material that can be reorganized and focused toward practice. Knowledge, after all, is not something merely to be understood in limbo. What is the point of knowledge in the human services, one can rightfully ask, if it is not understood, internalized and then reformulated to serve one's client, both to the satisfaction of the consumer, to the satisfaction of the professional and to the satisfaction of one's professional supervisors? What is the point of revering the "liberal arts," for example, if these have no impact in our lives. The new paradigm of learning will re-elevate the liberal arts to prominence, for it postulates that if the liberal arts are concerned with the core of our humanity, if they broaden our awareness, they ought to have meaning in our lives. An education that looks for this significance. . .that can show us the usefulness of particular ideas and draw the connection between those ideas and real life can make the practitioner accountable for developing professional performance grounded in the actual blending of theory and practice.

Under a design that seeks illumination from all knowledge, we then approach traditional disciplines from a new mind set. This mind set begins and ends with **purpose**. In

the case of the Human Services a definition of purpose relates to improving the human condition. With purpose as a focus, the Human Service professional now searches for theory and for knowledge. He or she conducts this search from the perspective of the dimensions asking: What theory will help clairify our goals...enlighten us about values... give us insights into ourselves and our relations with others...help us to better our use of systems...and lead us toward application of new skills?

I believe that before Human Service professionals are credentialled, it is imperative that they demonstrate that, indeed, they have understood theory, can explain what particular aspects of theory or knowledge made them take certain actions rather than others, and how this knowledge specifically brought changes in the client's situation.

This achievement can be shown through a new assessment tool which I call:

THE CONSTRUCTIVE ACTION

The constructive action is a method for pulling theory and practice together, for joining the education site to the worksite. This coalescence will mean a new relationship between the educational institution and the operating human service agency—a cross pollination which ties them together and enriches both work and education.

A constructive action has several parts. It is a major piece of service delivery. It improves the life of citizens. It is conceived with the help of the citizen. It can be carried out almost anywhere in a profusion of settings—nursing homes, hospitals, schools, halfway houses, clinics. The constructive action is that complex process, through which we will ensure that only those individuals are credentialed as Human Service professionals who are competent in both practice and theory in all of the crystals we have enumerated as essential.

The constructive action, used as the basis for learning and assessment, sets up a process which will serve the practitioner well throughout his or her working life. The practitioner is always a learner...always seeking useful theory...measuring performance around the dimensions...always seeking to empower the citizen, to enable that person to grow and be able to deal with the problems of life, family, community. If one learned to think and operate this way, one could turn all one's work into constructive actions.

Who participates in this constructive action? What exactly is it and how does it actually work?

Participating in the constructive action are the professional-in-training (the student), the client, the teacher, and usually the staff of the human service agency. Throughout, the constructive action is a collaborative effort among the client, faculty, student, and agency or agencies involved. Its objective is to serve the client, the Human Service practitioner, and the agency, which means that the client must recognize that he has been helped, the student (Human Service practitioner) must have demonstrated competence in helping that client and the agency must be satisfied that a human and service problem has been moved closer to resolution.

A constructive action might involve helping an individual become or remain economically self-supporting, protecting a child from abuse, neglect or exploitation, working with a community trying to turn back decay, preventing or undoing inappropriate institutional care by making it possible for the individual to receive services at home or outside of an

institutionalized setting, and so on.

The following is a specific example of constructive action. In this example, our prospective Human Service professional was trying to help the parent of a five-year-old child labeled as retarded by her kindergarten teacher. The mother came to school worried about her child's slow development. She questioned the teacher's diagnosis and yet, because she herself was extremely retiring, unskilled, dependent on welfare, living in decaying quarters, she seemed incapable of acting to improve anything in her own or the child's life. When it was clarified, the constructive action became the act of building an environment in which the mother could be effective and could deal realistically with both her needs and the needs of her child. Let us now trace this process.

In this situation, the teacher in the classroom had written off the child, had scant time for the mother, and was primarily concerned with the fact that the child did not fit in with the other kindergarteners. Having decided that the child was retarded, she so informed the mother and felt that her professional duty was taken care of.

The mother visited the agency anxious to talk to someone about the child. She was told to speak with the Humnan Services professional-in-training who assumed responsibility for meeting this family's spectrum of needs. The student-professional could do this because her concept of service did not allow her to draw neat lines boxing **out** problem areas that affected the client. After meeting with the mother a few times, the Human Service professional recognized the complexity of the situation. However, as a would-be Human Service professional, she recognized that she had a process to follow—the constructive action. This required particular and carefully delineated patterns of action and thought, devised, agreed to, and acted upon both by mother and the Human Service professional. It offered a process, constantly guided by the dimensions of effective performance, for effecting positive change in the lives of both mother and the child.**

The mother, finding in the Human Service professional an individual able to relate to her problems, began to share her anxieties and talk about herself and her life. Together they began to discuss the potential of the child, and the mother's view of the child. They talked about the changes they would like to see, what they might realistically accomplish together, and how to go about it. In between these sessions, the Human Service professional, with the help of her faculty supervisor, began to lay out a course of action that could help both parent and child. The Human Service professional and the parent discussed and agreed upon certain actions. The Human Service professional arranged for the child to be tested and diagnosed. Although found to be a slow developer, the child was not judged as retarded.

Working with the Human Service professional, the young mother began to learn to be aware of herself as an individual with her own human potential. She became aware of her rights as a parent and of her child's rights. At her request, she was helped to begin to learn a skill with which she could earn a living. She was put into contact with agencies and people who could help both the child and her. Simultaneously, the Human Service professional worked with the mother and the child to strengthen the child's motor coordination and language skills through special exercises both in the school and the home. As the mother saw change in her child, she began to believe that she might after all have it in her power to make other changes in her and her child's life. Notice how service is sharply and continuously examined in terms of the dimensions. None of this came about by chance or merely through

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**See Appendix A for samples of theoretical works that might be looked at from the dimensions to illuminate practice in the constructive action.

the interest of one sympathetic human being in another. From the Human Service professional's point of view, it was the result of a carefully planned constructive action which required a particular and constant process of probing, a thinking out of alternatives which could help her clients, of learning about the systems in the city that could work for her client, of valuing her client's attitudes, of learning about the skills she, the Human Service professional, could use to help the child directly as well as the agencies available which could provide more specialized help. Even as the mother reached out to other sources, she returned to the Human Service professional to discuss the actions they both were taking. Instead of being shunted from one agency to another, the mother was able to maintain a continuing relationship with one individual with whom she could review the interacting events and problems. The Human Service professional saw herself as helper, manager, cohort, theorist, planner, and advocate. The mother, with the Human Service professional's help, began to see herself in these same empowering roles.

In the process of the constructive action, the Human Service professional was learning to ask the right questions of both herself and the citizen. And equally important, the client was learning to ask the right questions not only of the Human Service professional but of the agencies she began to come in contact with.

Guided by the human service educational design, and her factulty supervisor, the Human Service professional put the issues confronting her and the mother in perspective through a series of critical questions that emanated directly from the dimensions and the generic crystals.

In dealing with **goals** she had had to ask herself—who am I helping? Primarily the mother? The mother and the daughter? Anyone else? What needs do they see? What needs do I see? What factors may help and hinder them? What goals can we mutually agree on? What strategies could we use to achieve these goals? Which of these strategies are likely to be most effective? What theoretical approaches are going to help us and which should underpin our plan? How will we judge the results?

In relation to **values**,—do any of my values conflict with the citizen's values? If so, how will I deal with this? In what areas do I or can I expect the mother to clarify or modify her values in order to increase her effectiveness and independence? What theories have been useful in clarifying my values, understanding other values and dealing with the value issues relating to my work with these citizens?

In relation to **understanding oneself and others**—what special counseling needs are there? What special factors have affected the citizens' development as individuals? How has their growth and potential been judged by others and what effects may such assessments have had? What ways of learning are most successful for me? How has my own experience in situations like my clients' influenced my outlook? What approaches shall I use with the mother and little girl? How do these relate to my needs, their needs and the resources available to both of us? What am I doing to help the mother develop a better understanding of herself and others in order to increase her effectiveness and independence? What theorists have helped me understand my clients and develop an approach to working with them?

In terms of **systems** affecting people's lives,—what kind of learning environment does my agency represent? What resources does it provide? What constraints does it impose? What other systems affect my clients and are these effects positive or negative? What is my plan for making the most of resources and diffusing the effects of constraints? How will I

***See Appendix C for a more extensive list of questions from the citizens' perspective.

help them deal mos
these systems? effectively with these systems? What knowledge can help us deal with

In terms of ski
work together to es s, how shall these citizens develop problem solving skills? How do we
How do I work wit ablish objectives, plan and carry out strategies, and assess the results?
develop the clients' them to evaluate their growth and my effectiveness? How can I help
creating and maint ability to assess the service they receive? What are my methods for
the interpersonal sk ining a positive learning environment? How do I help clients develop
these successful for ls they need? What methods do I use to find appropriate resources? Are
effective are my cor me? Would the same research methods be useful to my clients? How

If true improv munication skills? What are my methods for transmitting information?
something happen ment is to take place, the reviewers of service have to be aware that
performance. The d to them in the very dimensions that affect the professional's
whether there has itizens should know whether the purpose of service has been met...
...what skills have een a clarification as to values...whether systems have been responsive
"this is what has ha been learned. In other words, if I am the citizen, I should be able to say

All of this an ppened to me because of the service you have rendered."
observations and r more is recorded in the process of constructive action, for all plans,
possible, agency st ults are logged and discussed with the citizen, the faculty and wherever

It is obvious t ff.
sional and the citiz at solving human problems is a complex process for both the profes-
must mesh if succe n. In its own way, it is as intricate as building a bridge, for the elements
building unless we s is to result. In the human services, it is not possible to do this kind of
method. In the con rovide a "human service theory" or method equivalent to the scientific

Just as Freud tructive action process, I believe we have such a method.
extensive actual ob Piaget, and Montessori, for example, based their formulations on
will have expanded servation and practice, students and professionals under the new model
in real situations a opportunities to learn from actual experience, to test academic material
instances perform d to produce major breakthroughs in human service practice. In both
theoretical base fo nce amounts to a combination of overt behavior and an awareness of

Finally, from that behavior along with an awareness of its consequences.
rational process fo this kind of orientation there will, it is to be hoped, emerge a more
of job description the development of jobs to meet citizens' service needs. The formulating
service approaches which reflect the new worker role and which are based on desired new
professionals. Thi and staffing patterns, is a major and continuing task for Human Service
broader effort to b information could help relate the particular vision of one agency to a

Nothing in hi uild and define new kinds of professional service positions.
goals of educatio her education, or at any level of education, has significantly altered the
consumer as an i . Nothing in higher education or at any level of education sees the
education's goals tegral part of the education and assessment process nor sees as one of
problems. Nothin the empowerment of the citizen-consumer to deal with his or her
directly to the ser in higher education, or at any other level of education, addresses itself
meaningful emplo ice society, to the opportunities for effective job performance and for

This paradigr ment in that society.
does.

FOOTNOTES

1. See Fuchs, Victor R. *The Service Economy,* National Bureau of Economic Research, New York, 1969. Pages 1, 11, 18, 32, 34 among others.
2. Other writers have characterized this society in various ways. See Daniel Bell: *The Coming of the Post Industrial Society* for a discussion of a future in which institutions of higher education and technocrats who run and work in them attain ever greater amounts of power because of the speical role assigned to knowledge and its development and acquisition. See also Robert Heilbroner: *The Human Prospect* for a dismal projection of our survival possibilities, let alone our humane capacities. See Arthur Pearl for discussions of how ecological factors will force us into a society of immense services.
3. In "Changes in Higher Education; Two Possible Futures," a paper presented at the American Council of Education Conference in Washington on October 9 and 10, 1975, Aldo Visalberghi, Professor of Education at the University of Rome, outlined a possible model of egalitarian society where the relationship between work and postsecondary education is strong and constant and where, as a result, there can be institutionalized "vertical rotation of labor." This model pre-supposes a great number of generic competencies that would be developed throughout the entire population. This would facilitate a rotation of labor system and the emergence of a nearly classless society.
4. In *How the Brain Works,* (Basic Books, New York, 1975) Leslie A. Hart calls for a "theory of learning that is useful. . in the whole range of 'people' needs and that is valid in its conception of the human brain. . ." (p. 9) The brain, he continues, is not fragmented in its functions, as is often assumed, but works as a single individual apparatus. (58) It is the storehouse of an enormous variety of programs. . . billions of them. He calls these "prosters". Furthermore, learning is a natural process. People inherently want to learn, and the process of education should provide the environments in which personally useful prosters can be developed. This approach is the total antithesis of the structured academic thinking that typifies our educational system and that assumes people have to be forced to learn. This actually prevents them from learning in ways that are natural and useful. The environment described by Hart certainly could be in harmony with a service society in which persons have learned to perform many useful functions as part of work, and in which life itself is cherished.

   Work in America, report of a Special Task Force to the Secretary of Health, Education and Welfare, M.I.T. Press, 1974. The examples detailed include a new General Foods plant design, the redesign of work tasks at Bankers Trust and the restructuring of an assembly operation at Motorola.
6. "New York Times" series on medical care, January 26, 27, 28, 29, 1976.
7. Garson, Barbara, *All the Livelong Day*, Doubleday and Company, Garden City, New York, 1975.
8. *Work in America*, op, cit., p. 5. The quotation is cited from Robert Coles' "On the Meaning of Work," 1971.
9. *Ibid.*, p. 31
10. In her paper describing approaches to establish the Human Service Profession in New York City agencies, Laura P. Houston outlined alternative methods for selection, preparation and assessment. Model A involves the direct collaboration between the College and specific human service agencies; Model B utilizes the agency as the primary base for preparation with or without direct collaboration with an educational institution. In this way, the profession would be opened to new people and also to individuals in a systematic way. This paper is available from the College for Human Services, 201 Varick Street, New York, New York 10014.
11. In a paper prepared for the Pacific Sociological Association meeting, San Diego, March 26, 27, 1976, Dr. Stephen C. Sunderland, Dean, College for Human Services detailed the Constructive Action process as it has begun to be implemented at the College, describing its effect on both consumers and practitioners of service, and detailing its relationship to both theory and practice. This paper is available from the association or from the College for Human Services.

APPENDICES

APPENDIX A

KNOWLEDGE AREAS RELATED TO SAMPLE CONSTRUCTIVE ACTION

Values

Issue: What is the responsibility of the Human Service Practitioner to theorists:

Gordon Allport, *Becoming: Basic Considerations for a Psychology of Personality*
Caroline Bird, *Born Female*
Carl Rogers, *The Freedom To Learn*
Abraham Maslow, *Motivation and Personality*
W.E.B. DuBois, *The Souls of Black Folk*
Erik Erikson, *Insight and Responsibility*
David McClelland, *The Achieving Society*

Self and Others

Concepts:

Patterns of human growth and development—
Jean Piaget, *The Language and Thought of the Child*
Erik Erikson, *Childhood and Society*
Nathan Ackerman, *The Psychodynamics of Family Life*
Sigmund Freud, *The Basic Writings of Sigmund Freud*
Anna Freud, *Normality and Pathology in Childhood*

Factors that affect learning—
Jerome Bruner, *Toward a Theory of Instruction*
Johathan Kozol, *Death at an Early Age*
Natalie Perry, *Teaching the Mentally Retarded*
James Comer, *Black Child Care*
The Handbook of Learning Disabilities

The development of human potential—
Abraham Maslow, *The Farther Reaches of Human Nature*
Carl Rogers, *On Becoming a Person*
Nikki Giovanni, *Black Feeling, Black Talk, Black Judgment*
Robert Rosenthal and Lenore Jacobson, *Pygmalion in the Classroom*
Gordon Allport, *Becoming*

The self as teacher—
Sylvia Ashton-Warner, *Teacher*
Clark Moustakas, *The Authentic Teacher*

Systems

Concepts:

The impact of the New York City school system on the learner—
Eleanor Leacock, *Teaching and Learning in City Schools*
John Holt, *The Under-Achieving School*
Annie Stein, "Strategies for Failure," *Harvard Educational Review,* (Reprint No. 5).
Kenneth Clark, *Dark Ghetto*

Mario Fantini, *Community Control and the Urban School*
Excerpts from *New York State Education Law* Section 52-A

The legal rights of children—
American Civil Liberties Handbook, *The Rights of Children*
Mental Health Law Project, Basic Rights of the Mentally Handicapped
The *Riley Reid* decision of the Commissioner of Education of the State of New York (1973)

Skills

Resource and referral skills—
Community Council of Greater New York, *Director of Social and Health Agencies of New York City*

Use of self skills—
Thomas Gordon, *Teacher Effectiveness Training*
William Vincent, *Signs of Good Teaching*
Barbara Dominick, *The Art of Listening*
Wilbert McKeachie, *Teaching Tips*
Sylvia Ashton-Warner, *Teacher*

[illegible] were reviewed as an integral part of carrying out the constructive action. This compilation was prepared by Janith Jordan, Curriculum Specialist at the College for Human Services.

APPENDIX B

A STRATEGY FOR EMPOWERING CITIZENS

Questions You Might Ask Yourself to Evaluate Services You Receive

I would like you to ask yourself the following questions in relation to a particular situation in which you were the seeker of service and thus a dependent person—a situation involving for example, a teacher, a doctor, a counselor, a city bureaucrat, etc. I have divided the questions into five major categories.

PURPOSE

a) Were you clear about your purpose for seeking that service? (The question is not as strange as it sounds, unless you have never walked away feeling vaguely dissatisfied, as if you hadn't really achieved what you wanted because you hadn't really touched upon the actual problem.)

b) Did the Giver of the Service, whom I shall call G. from now on, ask you the right questions, questions that indicated that he/she understood or was trying to understand what you were looking for?

c) Did G. elicit the right questions from **you** so as to enable you both to look for the right answers?

d) Did you participate in a mutual goal-setting process?

e) Did G. accept your real reason for being there or did G. try to put you off?

f) If G. accepted your reasons, and understood your problem but couldn't help, did he/she put you in contact with someone who could?

g) Were your goals eventually met as a result of G.'s services?

VALUES

a) Did G. make assumptions about you that you felt were inaccurate?

b) Did you attempt to correct these and how?

c) Did G. place a value judgement, his/her own or society's, on your problem?

d) Did G.'s values reflect the values of society at large?

e) Did G. see your problem in a way that differed significantly from your own?

f) Do you think this was a conscious attempt by G. to give you another perspective or was G. simply seeing it from his/her own grounds exclusively?

g) Did you question G.'s value judgements or just accept them?

h) Are you aware that there are value assumptions involved in every encounter which color the encounter?

i) Are you prepared to understand and if necessary challenge these values?

j) Were you better able to deal with value conflicts after working with G.?

k) Were you able to act on your own values?

SELF AND OTHERS

a) Were you aware of how you approached G., i.e. of how your own behavior affected G.?

b) Did you understand how G. viewed you?

c) Did G. see the problem as being all within yourself and as such did G. simply thrust the problem back at you and leave you to solve it yourself (i.e. you are the hysterical type, don't come back until you can control yourself)?

d) Did G. try or seem to want to try to cooperate with you?

e) Did G. tap your potential in trying to help you solve your problem?

f) Did you learn anything from G. about yourself which would help you to solve your problem?

g) Did you acquire a clearer understanding of yourself in relation to others, particularly in relation to those involved in your problem?

SYSTEMS

a) Did G. help you to learn the system you are operating in affects you and your problem?

b) Did you leave G. feeling more empowered and less dependent on the system?

c) Did you learn a process for dealing with the system?

d) After speaking with G., did you come away any more knowledgeable about the overall system in which you and G. both operate and how to draw the most from that system?

e) Did you learn what the system requires of G. so that you know what you should require of G.?

f) Did you learn what resources were available to you to help solve this and future problems?

g) Did you learn what resources were available to G. so that you could suggest or require that they be called on?

SKILLS

a) Did you come away with the skill to take long range care of your problem?

b) Did G. seem to have the skills you needed to rely on for dealing with your problem?

c) Did you acquire any of the following skills:

1) to guide yourself through similar problems?

2) to investigate resources for yourself?

3) to plan and carry out strategies for dealing with this and similar problems?

4) to evaluate your accomplishments as you go along and learn from your experience?

5) to communicate better—in writing if necessary—with the people who can help you solve your problem?

These questions were prepared by Audrey C. Cohen and Sylvia Hack as the first effort to develop an instrument to empower the citizen (a recipient or consumer of service). This empowerment tool was first used at a Habitat Conference February 28 and 29, 1976 at Columbia University, sponsored by the U.S. Department of State.

APPENDIX C

PRISMS

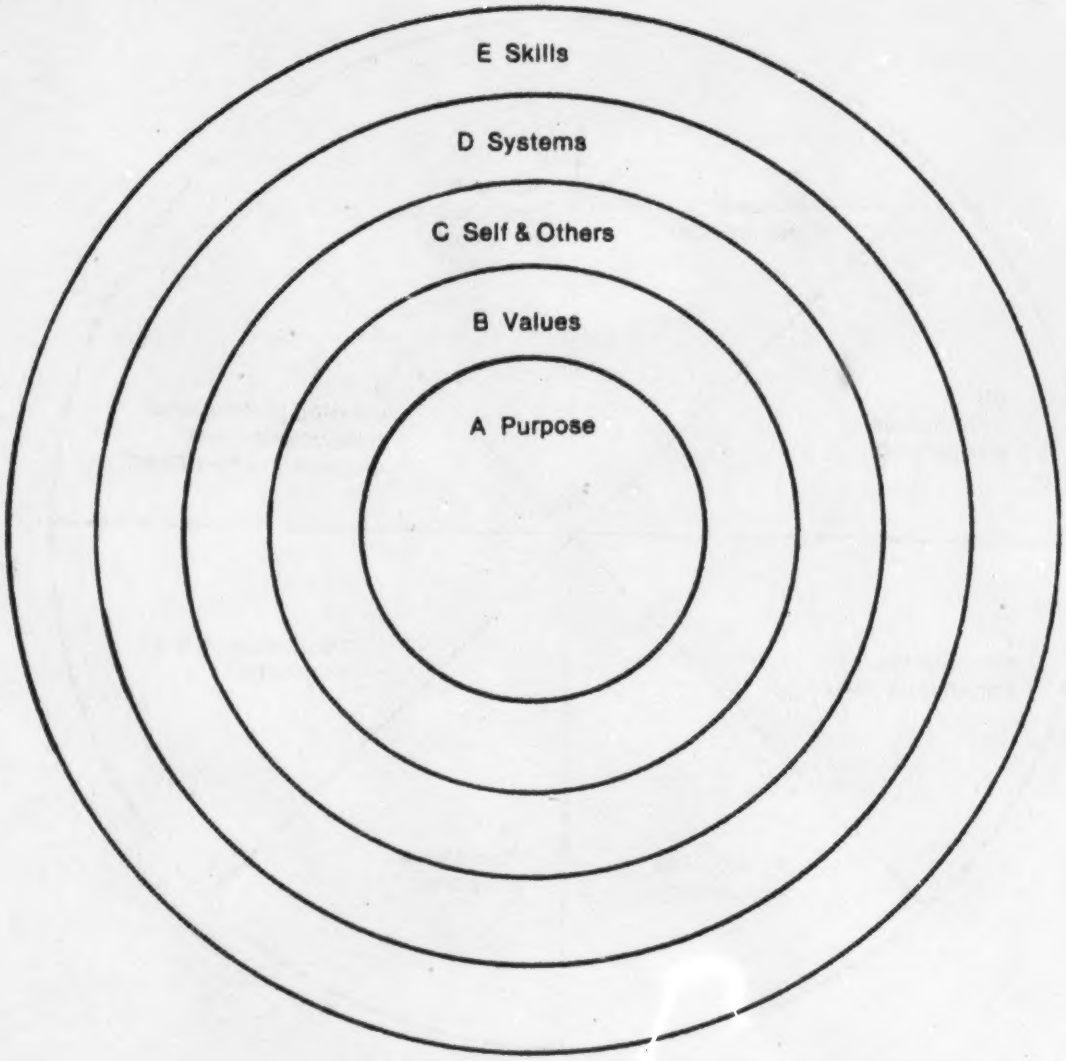
The College for H
uman Services has designed a graduate-level program to prepare Human Service professic
nals who will approach the citizens they work with as whole people, who will serve these citi
ens not simply by prescribing solutions to special problems but by looking at the range of t
heir needs and concerns and helping them to become better able to solve their own problem
, manage their own lives, and plan their own futures. In short, the aim is to empower citizer
s as free and creative people.

In shaping its prog
ram, the College has used the analogy of crystals and prisms to suggest how it tries to h
lp students draw on every source of learning, including theoretical materials and the arts a
well as their own experience in the field, in order to heighten and focus their capacity to d
eliver effective service. The Crystal represents a sequential unit of focused study. The Pris
describes the shape of the entire program. College staff use prisms as guidelines at every st
age of planning. The prisms presented here are intended both to explain our program and
to demonstrate a method of integrated planning around performance that may be useful t
o others.

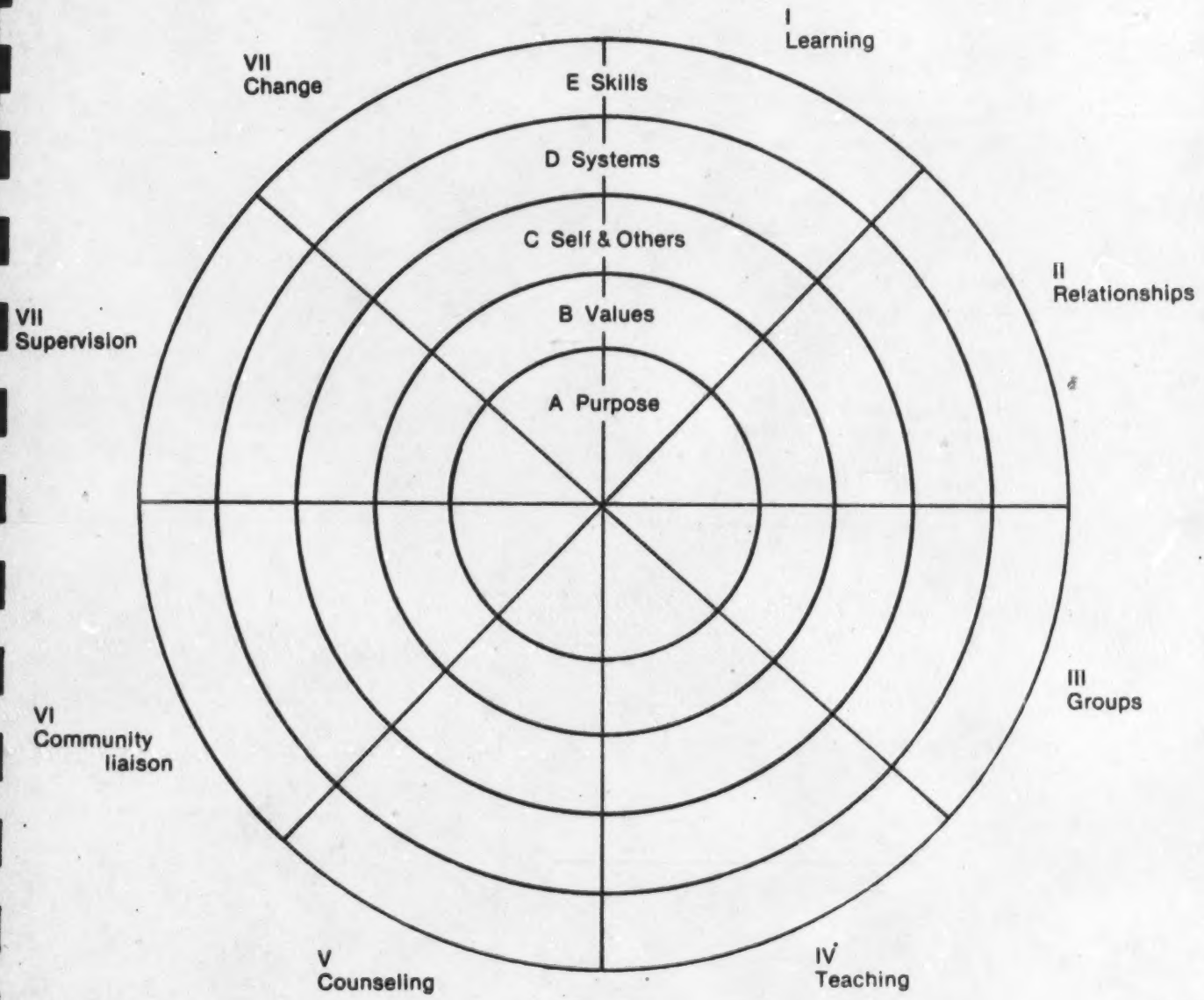
The Prisms, Crysta
ls and Dimensions were created by members of the staff of the College for Human Serv
ices. This presentation was designed by Deborah Allen and Janith Jordan.

1 FIRST WE IDENTIFIED THE EIGHT ESSENTIAL MODES OF PROVIDING SERVICE TO EMPOWER CITIZENS . . .

2 THEN WE ADDED THE FIVE CONSTANT DIMENSIONS OF EFFECTIVE SERVICE



3 THE INTERPLAY OF SERVICE MODES AND DIMENSIONS CREATES THE **PERFORMANCE PRISM**



4

THE PRISM GIVES FORM TO A PROGRAM THAT IS TOTALLY DIRECTED TO THE NEEDS AND CONCERNS OF CITIZENS.

	CRYSTAL I **Learning**	CRYSTAL II **Relationships**	CRYSTAL III **Group Work**
DIMENSION A **Purpose** Establish appropriate purposes; Plan strategies; Assess results.	Assume responsibility for lifelong development of professional competence.	Develop professional relationships at the worksite with citizens and coworkers.	Work with people in groups, helping to establish clear goals and achieve optimum results.
DIMENSION B **Values** Clarify your values and work for them; Understand and respect the values of others; Deal productively with value conflicts.			
DIMENSION C **Self and Others** Understand yourself, your experience and needs; Understand others, their experience and needs; Use your understanding to help yourself and others grow.			
DIMENSION D **Systems** Understand the systems that affect your life and work; Make the most of their resources; Minimize their constraints.			
DIMENSION E **Skills** Make good use of necessary skills: + Problem-solving; + Learning/assessment; + Research; + Interpersonal; + Communications.			

5 ACADEMIC YEARS

CRYSTAL IV **Teaching**	CRYSTAL V **Counseling**	CRYSTAL VI **Community liaison**	CRYSTAL VII **Supervision**	CRYSTAL VIII **Change**
Function as a teacher, helping people to define and achieve appropriate learning goals.	Function as a counselor, helping people meet their needs and resolve their problems in ways that promote their growth and independence.	Function as community liaison, working with individuals and groups to identify community needs and deliver services that meet those needs.	Function as a supervisor, teaching, encouraging, and enabling other workers to make good use of their abilities on behalf of citizens.	Act as a change agent, planning, researching, and promoting programs to improve human service delivery.

5

LEARNING IS FOCUSED AROUND CONSTRUCTIVE ACTIONS WHICH STUDENTS PERFORM FOR AND WITH THE CITIZENS THEY WORK WITH IN THE FIELD.

	CRYSTAL I **Learning**	CRYSTAL II **Relationships**	CRYSTAL III **Group Work**
DIMENSION A **Purpose** Establish appropriate purposes; Plan strategies; Assess results			What are my clients' needs? My needs? How can I help them set group goals to meet mutual needs? How will strategies be chosen? How should results be assessed?
DIMENSION B **Values** Clarify your values and work for them; Understand and respect the values of others; Deal productively with value conflicts.			What are the views of members on how individuals relate to family, social, and political groups? What are the underlying values? How can differences be resolved?
DIMENSION C **Self and Others** Understand yourself, your experience, needs; Understand others, their experience, needs; Use your understanding to help yourself and others grow.			What cultural influences have shaped the behavior of group members? What theories of group dynamics will help members to work together?
DIMENSION D **Systems** Understand the systems that affect your life and work; Make the most of their resources; Minimize their constraints.			What patterns of group interaction are are supported by the agency and other systems that affect the group? How can the best results be achieved in this situation?
DIMENSION E **Skills** Make good use of necessary skills: + Problem-solving; + Learning/assessment; + Research; + Interpersonal; + Communications.			How is problem-solving carried out in a group? WHat interpersonal and communications skills do I need? Do others need? How can we assess our behavior and learn from it?
FIELD EXPERIENCE			

CRYSTAL IV Teaching	CRY Cou STAL V nseling	CRYSTAL VI Community liaison	CRYSTAL VII Supervision	CRYSTAL VIII Change

6

THEORETICAL MATERIAL IS ORGANIZED FOR RELEVANCE TO REAL PERFORMANCE ISSUES.

	I Learning	II Relationships	III Group Work
PURPOSE			
VALUES			
SELF & OTHERS			
SYSTEMS			
SKILLS			

CRYSTAL IV — Teaching	V Counseling	VI Community liaison	VII Supervision	VIII Change
Function as a teacher, helping people to define and achieve appropriate learning goals.				
Philosophies of education: Plato, *The Republid*; Dewey, *Democracy and Education*; Bird, *Born Female*; Freire, *Cultural Action for Freedom*; Rousseau, *Emile*; Rawls, *A Theory of Justice*; DuBois, *The Souls of Black Folk.*				
Cognitive development: Erikson, *Childhood and Society*; Piaget, *The Origins of Intelligence in Children*; Rose, *The Conscious Brain*; Bruner, *Studies in Cognitive Growth.* Learning theories: Bruner, *Toward a Theory of Instruction*; Keller, *Learning Reinforcement Theory*; Piaget, *The Language and Thought of the Child*; Thorndike, *Educational Measurement*; Rogers, *Freedom to Learn.* Factors that affect learning: Rosenthal and Jacobson, *Pygmalion in the Classroom*; Clark, *Prejudice and Your Child*; Weber, *Handbook on Learning Disabilities*; Perry, *Teaching the Mentally Retarded.*				
Educational Reform: Rippa, *Education in a Free Society*; Clark, *A Possible Reality*; Toffler, *Learning for Tomorrow*; Dewey, *School and Society*; *Plessy v. Ferguson*; *Brown v. Board of Education.*				
Building the learning environment; designing curriculum and instruction; methods and materials for teaching: McKeachie, *Teaching Tips*; Ashton-Warner, *Teacher*; Gordon, *Teacher Effectiveness Training*; Bernathy, *Instructional Systems*; Taba, *Curriculum Development; Theory and Practice.*				

	week 1	week 3	week 5
Practice as carried out in the field and discussed in Field Focus Group	Review agency as an environment for learning; the resources it provides, the constraints it imposes. Analyze your teaching functions in agency. Make final decision as to learners you will work with on your constructive action.	Work with learners toward a mutual understanding of their learning needs. Explore values you and they bring to the teaching-learning situation. Explore your and their experience as teachers and learners.	Develop with cli a plan to meet the learning needs. eir long-term goals, dentify objectives for th constructive act teaching strate on, value issues, sy es, resources and c tems straints, teachin- resources, resea areas, needed s rch ills.
	Begin logs _____	Continue logs _____	Write plan-of-action
Values Seminar	Teaching and learning roles and their value implications.	Purposes of education: Finding the truth (Socrates, Plato, Dewey, Sartre, James).	Purposes of education: Socialization (Illich, Goodma Curtis, Freire).
Self and Others Seminar		Cognitive processes. The elements of thought and language (Bruner, Rose).	Stages of cognitive development (Piaget, Rose, Bruner, Isaacs, Erikson).
Systems Seminar	Educational reform: the democratic and egalitarian heritage of the United States as a context for education.	Historical perspectives on education in the United States (D. Bell, S. Alexander, Rippa, N. Sanford, Ballyn, Dewey, Plessy v. Ferguson, Brown v. Board of Education.	
Skills Laboratory	Identifying teaching and learning functions in Human Service settings.	Building the learning environment (Knowles, Gordon, Ashton-Warner, McKeachie, Moustakas).	Designing curri and instruction ulum (Bernathy, Tab Schmuck). Les Tyler, n plans.
	Discussion of student teaching demonstrations.		Assignment of student teaching demonstrations.
Crystal Group	Analysis of model constructive actions _____		

week 8 | week 10 | week 12

7

THE FINAL STAGE OF PLANNING IS THE WEEK-BY-WEEK INTEGRATION OF CLASSROOM STUDIES AND FIELD EXPERIENCE.

Work with citizens toward achievement of agreed-upon goals. Test strategies, modify as necessary. Develop weekly lesson plans. Investigate teaching resources. Explore literature related to specific field situation.	Work with citizens to assess outcome of constructive action, their performance, your performance. Discuss objectives and strategies for the future.	Meet with supervisor and coordinator teacher to discuss your and their assessment of the constructive action. Begin to prepare for Crystal V: Review counseling roles in the agency. Assess opportunities for counseling c.a.

_____ Continue logs _____ Write analysis of c.a. _____ Revise or edit c.a.

_____ schedule field observations _____ record as required.

Purposes of education: Education for work (B.T. Washington, Ginsberg, Berg, Levitan, DuBois).	Equal opportunity (DuBois, Clark, Jencks, Rawls).	Current issues in education: strategies for integration; public vs. private education.

Theories of learning (Bruner, Thorndike, Skinner, Rogers, Piaget, Tyler).

Factors affecting individual learning: physical, social, emotional (Rosenthal, Bettelheim, Clark, Perry, Weber).

The federal role in public schools (Plessy v. Ferguson, Brown v. Board of Educattion).

The legal rights of children: handicapped children (Riley Reid decision, Education of All Handicapped Children Act of 1975).

Assessing learning outcomes. Methods and materials for teaching (Hoover, Griffith, Medley, Boston, Cytrynbaum).

Exploring resources for ongoing teaching.

Presentation and assesment of student teaching demonstrations

Analysis of model constructive actions _____